

HANDOUT R EXIT SCENARIO ANSWERS

1. Roberto is 17 and attends an alternative high school. He has been enrolled in the WIA youth program since last May. He participated in a paid work experience program over the summer and still participates in it part-time. It's December, and he has an offer for an unsubsidized part-time job and thinks he's learned all he needs from the WIA program. He's also doing well in school and should obtain his diploma by June, but his plans for employment or further education after he graduates are vague. *Should you exit him now? Why or why not? What steps might you take to ensure good performance outcomes for him?*

Answer. If Roberto is exited now, because he is in secondary school, he will be excluded from both the Diploma/Equivalent measure and the Retention measure. However, if you wait to exit him in January, his diploma in June would count as a positive because it would occur during his 1st quarter after exit. If he is counted as a positive in the diploma measure, he will no longer be excluded for being in secondary school and will be included in the Retention measure. Since Roberto's plans after graduation are still vague, he would benefit from additional services to help him clarify career or educational options after graduation and ensure he is enrolled in a qualifying outcome in the 3rd quarter after exit. It's also not clear whether he has attained his skill goals, but if any are still pending when he exits, they will be negatives.

2. Irene was 20 when she enrolled in the WIA youth program. She was assessed basic skills deficient, so her case manager helped her to enroll in a basic skills remediation class. She participated in a work readiness class and is now in subsidized work experience. It is October 10th, and she has just been offered a full-time job at the office where she has been working part-time, and she would like to take the job. *Do you exit her now? Why or why not? What are the performance implications of either action?*

Answer. Irene is an older youth. For this reason, unless she received an applicable certificate from her work readiness class, even if she gets a job, she will earn a negative on the credential measure unless she earns a credential between now and next September. The effect of exiting now on other measures would depend on her wage at the job and your judgment of whether she'll be able to keep it or find another from April to September (her 2nd and 3rd quarters after exit). If the job seems good, you might consider what kind of skills upgrading might help her to move up in her job and help her to consider doing that part-time (either as a WIA enrollee or after exit) while employed.

3. Rhonda is a 22 year old who enrolled in the WIA youth program when she was 20. She just successfully completed a CNA program and received a certificate and now wants to continue her education in a 12 month RN program at a local community college, because she knows she will earn a much higher salary. Before she entered the program, she worked part-time, 10 hours per week and had earned her high school diploma. She's already received notice that she will be given financial aid, but plans to work about four hours a week during the program to make ends meet. *Should you exit Rhonda? Why or why not? What are the implications for the performance measures?*

Answer. If Rhonda were planning to study full-time in the post-secondary RN program and not work, she would be excluded from all but the credential measure, which would be fine since she already earned a CNA certification (although there needs to be a copy of the certificate in the file). However, if she works even part-time while studying, she will NOT be excluded and will get a positive on the Entered Employment and Retention measures, but her earning change results will be very low and probably earn her a negative there. As a result, it may be better to keep her enrolled throughout the RN program (including that training on her service plan since the community college is a One-Stop partner) until she graduates and is ready to be employed full-time.

4. Terry is age 16. Her case manager decides to help her enroll in an alternative school to work on her basic skills and get her GED. She participates in a WIA Youth Program work readiness class. In early December, Terry calls her case manager and says she wants to drop out of the alternative school and doesn't need any more services because her friend says she can get her a job at a hair salon (belonging to the friend's sister). *What should the case manager tell Terry? Should she exit her? If no, why? What are the implications for the performance measures? If yes, what follow-up services should be provided?*

Answer. If Terry is exited now, if her skill attainment goals have not been attained, they will be negatives. If she's exited before she drops out of school, she will be excluded from the diploma/equivalent measure but if she drops out first, she will earn a negative. If she's exited now, even if she stayed in school and got her GED in April, it won't count because April is in her 2nd quarter after exit (diplomas have to be attained by the end of the 1st quarter after exit). Finally, the larger question may be whether Terry will be able to keep the salon job or find another on her own during the 3rd quarter after exit (July-Sept) with her current skills. It might be far better to encourage her to stay in school, get her GED and work at the salon part time until she finishes and then see what she wants to do.